DOCUMENT RESUME

ED 127 466 CE 007 661

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TITLE Around the World of Food: A Curriculum Guide on Foreign Foods.
NOTE 35p.; Part (four book titles) of page 27 and page 32 (suggested culminating activities) will not reproduce well due to light, broken type

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS *Cooking Instruction; Cultural Traits; *Curriculum Guides; Eating Habits; *Food; *Foods Instruction; *Foreign Culture; Health; Home Economics Education; Nutrition Instruction; Senior High Schools; Teaching Guides

ABSTRACT

Objectives, experiential/evaluative methods, and resources are presented in each section of this curriculum guide for a 16-week course in foreign foods. Intended for use with 11th and 12th graders, this guide gives (in historic sequence beginning with the fertile crescent) suggestions for examining the cultural as well as preparational aspects of food. It was developed to help broaden the student's knowledge in regard to: (1) Cultural information and influences on foods eaten, (2) new food tastes and experiences in food preparation techniques, and (3) terms, measurements and equivalents of different cultures. Brief generalizations are given about customs, food production, nutrition, and food preparation, (which are identified as factors that affect what people eat). (SH)

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A CURRICULUM GUIDE ON FOREIGN FOODS

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CE 007 401

OVERVIEW

From the beginning we knew when we were developing our curriculum guide we wanted more than a cooking of foreign foods. All through the ages the food supply has had the most critical influence on mankind and its cultures. Wars have been fought, new discoveries and explorations made, cultures developed, all because of food.

In making up this guide we developed it as a historic sequence starting with the fertile crescent. Here the origins of civilization developed culminating in the grandeur of Egypt. Man had now developed from a forager to a hunter, then an agriculturist who no longer had to migrate. Greece and Rome developed and trade became important. Food was an excellent means of barter. We placed Germany next to represent the Germanic tribes as the conqueror ending the classical era and the changes in culture this made. The Norsemen were next as we deal with the Scandinavian countries. As time passed the Orient was vital with their spices used for Europe's food preservation. Spain expanded looking for gold through the New World. England was dominant in her golden age. France was influencing the future of the world with her revolution. Russia we have as a modern country with her own revolution. Food is not just history but an ever-present need for mankind.

Culture is important too in our guide. We would like to see a whole environment developed with music, family life, foods and holidays celebrated so the students can appreciate the exciting world that they are just a small part of. Most important, we want the students to enjoy the new experiences, not distrust them. We want them to go out and try new foods and appreciate other cultures as well as their own.

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CURRICULUM GUIDE

This is a 16-week semester course in foreign foods with no prerequisite. The students will meet 45 minutes a day for five days. This is a course for the 11th and 12th grades in high school.

Rationale

To broaden the knowledge of the student in regard to cultural information and influences on the foods eaten, to acquire new food tastes and experiences in food preparation techniques, terms, measurements and equivalents by studying each culture as it became dominant in the world.

Concepts	Generalizations
Many factors affect what people eat:	
CUSTOMS	History affects not only each country studied, but development of cuisine in others as well.
	The types of food, its preparation, how it is grouped in meals, the way it is served and eaten are all a part of food customs.
	The social or symbolic role of food is an important part of the culture in many countries and part of its value system.
FOOD PRODUCTION	Climate, geography, labor, resources machinery and technology affect the foods available to the people in a particular country.
	Technological growth and sociological trends influence the demands of the consumers.
NUTRITION	Each country uses its own variety of foods available to them to make up the nutrients their bodies need.
FOOD PREPARATION	The use and understanding of terms, ingredients and techniques are an important part of food preparation.
	Sensory and psychological effects are important factors when presenting a meal.
	Management of time and resources is important in meal preparation.

INTRODUCTION

Behavioral Objective	Learning Experience/Evaluation
The student will:	
Identify food preparation terms, methods and serving.	Have a pretest using the enclosed Naughts and Crosses to have a review for some students and help prepare others for the foods course.*
	Discuss safety and guidelines in the classroom.
	Have a learning center to assist those who have not had a previous foods course to assist them in becoming aware of food terms and preparation. These centers could contain some of the kits listed on the resource page.
	Do a place setting after viewing the flip chart "Let's set the Table" listed on the resource page.
	Discuss the coming of the metric system and its use throughout the world. Experiment with one of the kits listed on the resource page.
Recognize the effects of foreign countries on our culture and our foods.	View Ethnic Heritage film strip listed on the resource page.
	View Food Through the Ages film strip listed on the resource page.
	Take a menu and break it down, showing where all the foods come from, i.e., spaghetti from Italy, onion soup from France, and the hot dog from Germany.
	Find out what countries each student's ancestors came from, discuss what dishes come from these countries, and how these countries affect our culture.

*Evaluation device

"NAUGHTS & CROSSES"

Evaluation Device
Pretest for students with a mixed background in Foods to determine which areas need to be covered in preliminary classes since there is no prerequisite.

This game is basically "Tic, Tac, Toe" with some variations.
Have 9 students act as the squares in tic, tac, toe.
Divide the remainder of the class into 2 teams. One team is the X and the other is the O.
The teacher acts as questioner and flips a coin to determine who goes first.

The object of the game is to get 3 squares in a row.

The first student selects a square. The teacher asks the person in that square a question and the student (in the square) answers. The player that selected the equare is then asked if they agree or disagree. If the player agrees with the square and the answer is right the player gets an X if his team is X or O if his team is O team.

If the player agrees and the answer is wrong he gets nothing and it is the other team's turn.

If the player disagrees and the answer is wrong he must give the right answer to get the square.

The teams alternate turns until one team has 3 X or 3 O's.

Each of the squares will be given 2 cards an X and an O to hold up when the team earns the square.

Questions will be on cooking terms, techniques, foreign dishes, and ingredients.

John	Mary	Joe
Sally	Tom	Betty
Charlie	Lucy	Harry

NEAR EAST

BEHAVIORAL OBJECTIVE The student will:	LEARNING EXPERIENCE/EVALUATION	RESOURCE
Suggest ways that primitive man may have discovered he could grow his own food.	Have a brainstorming session on how you would plan a dinner if you had to hunt and gather the food.	Time/Life Foods of the World Series Middle Eastern Cooking
	Construct a bulletin board of the basic foods available to the people of the Near East before the Spanish Conquest.*	
	Show a film on an open air market.	
	Compare the advantages of shopping at a supermarket to shopping at an outdoor market.	
	Ask Social Studies teacher to talk on open air markets.	
	Visit Haymarket in Boston.	
Discuss customs and manner in which food is served in the Near East.	The students will act as the hosts/ hostesses of a household and serve Turkish coffee with several variations to guests.	
	Research cultural taboos pertaining to foods in the Near East. Discuss their effects on eating habits and health.	
	Discuss reasons for the evolution of a shish kabob style of cooking.	

NEAR EAST

BEHAVIORAL OBJECTIVE The student will:	LEARNING EXPERIENCE/EVALUATION	RESOURCE
	Write a series of articles for the school paper telling which country the class is hypothetically visiting and tell about the customs of the people. *	
Evaluate several menus of the Near East.	Construct bar graphs comparing protein, calcium and caloric content of foods in given menus of the Near East.*	
Identify terms and foods of Near Eastern food preparation.	Play "Concentration" card game. The cards with names of foods and definitions are placed face down on the table. The student turns over one card and then must match it either with its definition or if it is a definition with what the definition is of. Ex. Yoghurt card would match with "a custard-like product made by fermenting milk with a special culture!"*	
	Prepare a TV commercial for a Near East food product.	
	Plan a Near Eastern food fair, integrate with Art, music, literature, history and other aspects of the area.	

EGYPT

BEHAVIORAL OBJECTIVE The student will:	LEARNING EXPERIENCE/EVALUATION	RESOURCE
Analyze the influences of the Near East on Egypt.	Trace the historical development of eating implements or cooking methods. Relate to kinds of foods eaten. Relate topography of areas in Egypt to the food available.	Time/Life Foods of the World Series Middle Eastern Cooking
Discover the foods indigenous to Egypt.	Present a comedy skit using as many names of foods that are common to the Near East and Egypt as possible. The skit should just have a flimsy plot so that many names of foods could be used. (This is done on the TV show Electric Company.) Make a chart and categorize Egyptian foods as to the Basic 4. Ex. Couscous-bread and cereal.* Compose a menu to use at an Egyptian restaurant.* Have students act as buyers and sellers at an open air market and have them bargain. Using Monopoly money divide class into buyers and sellers. The Seller must sell all and the buyer will have a certain list to be purchased. Seller is told to get as much money as possible. Buyer is told to use as little money as possible. Set a time limit and see who makes out the best. (The items to be sold could be foods indigenous to Egypt and the Near East.)	

EGYPT

BEHAVIORAL OBJECTIVE	LEARNING EXPERIENCE/EVALUATION	RESOURCE
The student will:		
	Plan a picnic using foods of the Near East and Egypt. Ex. Sandwiches using Syrian bread.	
	Have a taste party with beverages used in the Near East and Egypt.	

GREECE

BEHAVIORAL OBJECTIVE	LEARNING EXPERIENCE/EVALUATION	RESOURCE
The student will:		
Describe and appreciate the customs by selecting a dish, preparing it, and giving information to the class as to when it is eaten and why these ingredients are used and any historical significance.	Discuss cultural origins of first cook book. (Greeks produced first cook book)	Herbs & Herb Cookery Through the Years Sturbridge Village Booklet, 1965.
	Discuss origins of white chef's hat. (When Greeks were used as chefs for the monastaries, they used white hats to designate their position.)	The Art of Greek Cookery Women's Group of St.Pauls Doubleday, N.Y. 1963
	Discuss origins of cuisine. 5th Century B.C. spread through Mediterranean. Epicurean loved luxury, fine foods started then. Turkish names were given to Greek dishes when later invaded.	The Alpha & Omega of Greek Cookery, Saul Krieg MacMillan, N.Y. 1973.
	Show Greek influence on other countries. How this affected the other countries' cuisine and how later invasions affected their own. Ex. Turks.	The Greeks, How They Live & Work, T.R.Dicks Praeger, N.Y. 1971.
	Set up a Greek tavern, play Greek music, and prepare foods that would be eaten there and serve them.	Greece, Dore Ogrizek McGraw Hill, N.Y. 1955
	Invite a speaker from the New England Folk Assoc. to talk on Greece.	
	Discuss holidays and what foods are important to that day.	
	Discuss family life, dating and marriage.	

GREECE

BEHAVIORAL OBJECTIVE The student will:	LEARNING EXPERIENCE/EVALUATION	RESOURCE
	Celebrate a holiday or family occasion by making up the foods served during it.	
	Discuss social aspects of foods such as tavern(Men have relaxing drink before going home from work.) Appetizer leisure whetting of appetite before dinner. This is a social occasion for the entire family.	
	Discuss soups and sauces and how they are related to festivals and holy days, how soup is the mainstay.	
	Contact the Greek travel office for information and posters of the country.	
	Have each unit select a holiday, cook a food that represents the holiday and give its significance to the class. This can be part of a Greek buffet.*	
Correctly place Greek dishes in the basic 4 food groups by making up a menu using all the groups.	Discuss what is eaten and how nutritive needs are met.	
	Discuss the meal patterns of the Greek people.	
	The student will pretend they are a tourist and will select foods from that country for an entire day using good nutrition and the basic 4 as a base.	
Demonstrate an understanding of food preparation and ingredients.	Make yoghurt to be used in dishes later on and discuss the effects of the culture.	
	Using a white sauce as a base flavor it with several different herbs and spices.	

GREECE

BEHAVIORAL OBJECTIVE The student will:	LEARNING EXPERIENCE/EVALUATION	RESOURCE
	Discuss taste and aroma by handling and crushing fresh or dried spieces and herbs. Discuss the Greeks' love of aroma and how different aromatic vegetables are used.	
	Discuss cooking terms that might be unfamiliar such as pilaf, phyllo, baklava, bulgur, mahlepi (spice), lentil, feta cheese, halvah, etc.	
	Do a pantomime quiz to show food preparation they should know. Use as a review.*	
	Demonstrate the use of pastry sheets in making sweets or pie, proper care and freezing.	
	Discuss preparation of fish and vegetables and the use of olive oil.	
	Tell the story of the legend of the olive tree, p. 132 Time/Life.	
Participate in an analysis of geographic location and its effects on food and resources.	Using a topographic map show why foods are used such as lamb, chicken, eggs, fish, olives, grapes, honey, etc.	
	Discuss the effects of geographic location with respect to how fishing affects cuisine.	
	Discuss farming and how 3,000 years of cultivation may affect the crops today.	

GREECE

BEHAVIORAL OBJECTIVE	LEARNING EXPERIENCE/EVALUATION	RESOURCE
The student will:		
	Play a survival game so that the student may become aware of how important geographic location and resources are. Have the student suddenly become stranded by being separated from the group they were with. Each unit could be given a distinct location. Using books, films, travel folders as a resource they must survive for a month. This includes a report to the class when they are found, of what foods were available to them, how were they cooked, how they were able to get the foods, and how they were served.	

ITALY

BEHAVIORAL OBJECTIVE	LEARNING EXPERIENCE/EVALUATION	RESOURCES
The student will:		
Suggest ways that the geographic and economic influences had an effect on the types of foods eaten in Italy.	Trace the history of Italy from the times of the Greeks and Etruscans to the present and discuss the effects on cuisine.	Woman'd Day Encyclopedia of Cookery, Vol. 6 Better Homes and Gardens Encyclopedia of Cooking, Vol. 10
	Discuss the reasons for differences in the ingredients used in Northern and Southern Italian cooking.	
	Have examples of ingredients typical of Northern and Southern Italy and discuss the main products of each area.	
Hypothesize the type of food products that could be made from a list of ingredients typical to Northern and Southern Italy.	From lists of recipes the student will make suggestions as to the part of Italy the food originated in and defend the reason given.*	
	Have a "spelling bee" type game with questions about Northern and Southern Italian cooking and Italian cooking terminology.*	
Analyze Northern and Southern menus as per Basic 4.	Identify as Southern or Northern and analyze menu as per Basic 4 and tell why or why not it is balanced.*	
Make recommendations as to how an Italian food could be used in a balanced meal.	Each student will draw the name of an Italian dish out of a hat and make up a menu(s) that is balanced as per Basic 4 and explain to class.	

ITALY

BEHAVIORAL OBJECTIVE	LEARNING EXPERIENCE/EVALUATION	RESOURCES
The student will:		
Plan and prepare a "typically" Northern or Southern Italian meal.	The class as a whole will select one of the menus made up by the students and prepare and serve these foods. (No pizza, spaghetti and meat balls, or Lasagna.)	

GERMANY

BEHAVIORAL OBJECTIVES	LEARNING EXPERIENCE/EVALUATION	RESOURCE
The student will:		
Explore and celebrate a German holiday	Since Germany originated many of our own Christmas customs such as the Christmas tree and decorations, and the carols, this would make a good lead-in discussion. A December 6th celebration could take place with St. Nicholas at a local children's home, day care center, or elementary school with the students planning and executing the program. A German language teacher could teach them songs to sing for entertainment. German games could be played as well. The longer Christmas holiday could be discussed starting with December 6th and ending on January 6th. If the course is given in the Fall, celebrate the Octoberfest or attend the one given in Worcester, Massachusetts. Celebrate the carnival season before Lent.	Art of German Cooking, 1967, Wason, Betty Round the World Cookbook, 1954, Waldo, Myra, Doubleday, N.Y.
Differentiate between German and American meal patterns.	Set a table as a German family would with the fork to the left, knife to the right, and spoon crosswise above the plate. When eating, use the utensils continental style, and note if it is efficient. Germans may have 2 breakfasts, the main meal midday, and supper at 7:30. Discuss the differences and how this affects life styles, also how a farm family may require more meals than those in cities. Discuss how Berlin's Institute is trying to effect changes in nutrition.	
Contrast climate of Northern and Southern Germany.	Discuss the differences in climate of Northern and Southern Germany, and how this affects what is eaten.	

GERMANY

BEHAVIORAL OBJECTIVE	LEARNING EXPERIENCE/EVALUATION	RESOURCE
The student will:		
	Arrange a bulletin board showing the foods of Northern and Southern Germany.*	
	Discuss sweet and sour cooking.	
Discover the many types of sausage and the delicatessen.	Plan a "wurst" party. Have several varieties of sausage from frankfurters to liverwurst, etc., and have students taste different varieties.	
	Discuss the reasons for making sausage. Ex: Using every part of animal, no waste.	
	Discuss the origins of the delicatessen, the hamburger and frankfurter from cities by that name.	
Determine the cost of preparing a German meal.	Plan a typical German dinner for four and figure the cost to prepare.	
	Divide the class into two sections and have one section make a Northern German meal and the other section a Southern German meal. Have students sample and compare.	
	Make a gingerbread house.	
Select dishes that will fit into the basic four food groups.	The student will develop a T.V. commercial that will promote the basic four using German foods.*	
	When they select foods for their holiday celebration they must supply complete nutritive needs. They might group them together or identify them on a menu.*	

GERMANY

BEHAVIORAL OBJECTIVES	LEARNING EXPERIENCE/EVALUATION	RESOURCE
The student will:		
	The students could select dishes from a cook book that they would enjoy serving if they were opening a cafe or restaurant. They would list what foods would be prepared and served in their restaurant for one day. When preparing the menu for that day they must note that it would meet the nutritive needs of the people.	

SCANDINAVIAN

BEHAVIORAL OBJECTIVE	LEARNING EXPERIENCE/EVALUATION	RESOURCE
The student will: Demonstrate a basic understanding of Scandinavian culture putting on a celebration of holidays. Each unit will prepare foods for holiday they have selected and discuss significance.	Celebrate St. Lucia's Day Dec. 13. Discuss holidays and their effects on foods. Discuss the use of danish pastry and cakes and how they were designed to accompany their coffee. They drink the most coffee in the world. Discuss meal patterns such as when they eat, customs observed while eating. Scandinavians are well known designers. Have students select designs from decorator books that appeal to them and discuss how design sense carries over to the table. Discuss way of life for people working, going to school and family life. Discuss governments, the King and Queen. The King's visit to Massachusetts. Have students pretend they have a date in Scandinavia and have them discuss where they would like to go and what they would like to do. Show the illustrations of a wedding in the Time/Life series and discuss how their wedding differs from ours.	Time/Life Foods of the World series, The Cooking of Scandinavia The Viking Circle by Colon Simpson, Morrow & Co., N.Y., 1966.

SCANDINAVIAN

BEHAVIORAL OBJECTIVE	LEARNING EXPERIENCE/EVALUATION	RESOURCE
The student will		
Differentiate between the geographic effects available in each of the Scandinavian countries.	Discuss fishing and the importance of exporting preserved fish.	
	Go to Plimouth Plantation or Sturbridge Village and see their methods of preservation.	
	Sample different fish with the different types of preservation.	
	Discuss the different types of preservation used in Scandinavia such as smoked, dried, and salted, and determine which came from the Vikings.	
	Discuss climate and terrain of Scandinavian countries and the effect on food available.	
	Sample the many cheeses available--explore how it is made.	
	Use cheese teaching kit by Kraft.	
	Discuss how the cooler climate produced a blander type of food than the hot countries.	
	Discuss the importance of reindeer in the far north on the Lapp's nomadic life. Ex: Reindeer provide furs, milk, cheese, and meat.	
	Discuss how local dishes were distinct with respect to being surrounded by water and isolated.	

SCANDINAVIAN

BEHAVIORAL OBJECTIVE	LEARNING EXPERIENCE/EVALUATION	RESOURCE
The student will:		
Identify terms and food preparation methods.	Scandinavians are masters of garnishes; demonstrate how to use them. View different garnishes in Time/Life series. Have students cut out small open sandwiches using a simple base such as tuna fish and have them garnish them attractively.* Play a match game with terms to be remembered on a card and another card with the definition. Have students deal out 7 cards, then play like rummy and match them up. This can act as a review, add new terms as you learn them in each country.*	
Place foods in their appropriate food groups by having each unit select a food group and make up dishes to be used in a Smorgasbord.	Discuss food groups and everyday diets of Scandinavians. Get some Scandinavian magazines and see what they advertise. Is it mostly junk food or good nutritious food? Make up Smorgasbord and have each unit designate what food groups they are preparing for and put this information with the foods.*	

ORIENT

BEHAVIORAL OBJECTIVE The student will:	LEARNING EXPERIENCE/EVALUATION	RESOURCE
Research the custom of Chinese with regard to food eaten and how prepared.	Discuss the use of pork, chicken and rice in the cooking of Chinese food. Demonstrate the 5 main methods of preparing food in Chinese manner-sauteing, red cooking, deep frying, steaming and roasting. Invite the owner or chef of a local Chinese restaurant to speak to the class about the different schools of Chinese cookery.	Woman's Day Enc. of Cooking, Vol. 3
Discover the manner in which Japanese serve meals.	Discuss the Japanese way of preparing meat and vegetables in an attractive way--color, harmony, how it is cut and arranged. Discuss the "cooking at the table " way of preparing Japanese food. Plan a "Tempura" party with students cooking their own food at the table, sitting on the floor or on cushions. Demonstrate and use chopsticks with rice dishes that have been prepared by units. Serve it outdoors as a picnic.	Woman's Day Enc. of Cooking, Vol 6 Time/Life Foods of the World series The Cooking of Japan

ORIENT

BEHAVIORAL OBJECTIVE The student will:	LEARNING EXPERIENCE/EVALUATION	RESOURCE
Discover the types of foods used by the Chinese for certain occasions.	Make fortune cookies. Discuss the origin of this custom. Celebrate the Chinese New Year. Discuss how rice is not only staple but symbol of life and fertility. How the custom of throwing rice at a wedding began. Make several rice dishes that might be served in a rice shop. Go into Chinatown in Boston and visit a sweet shop, rice shop and grocery store and buy food to be used for a meal to be prepared at a later class.	Time/Life Foods of the World series, Chinese Cooking

SPAIN

BEHAVIORAL OBJECTIVES	LEARNING EXPERIENCE/EVALUATION	RESOURCES
The student will:		
Explore and evaluate the question--"What is the cuisine of Spain?"	The student will discuss the national dishes of Spain such as paella, flan custard, cake, and garlic soup, but will discover that all these are not prepared the same throughout the country. The real cuisine of Spain is regional cooking. Most food is boiled or broiled with a simple sauce.	The Spanish Cookbook Norman, Barbara Bantam Books N.Y. 1971
	Explore with the students the regions of Spain and discuss their foods. Have each unit prepare a meal or dish from each region and have a luncheon for the Spanish language classes.	Spain and Portugal Ogrizek, Dore McGraw Hill N.Y. 1953
	The first paellas were cooked outdoors over open fires, which is still the method used for picnics. A large flat pan is put on a tripod, then the fire is lit, the food cooked and served from the same pot, as people sit around it. Have a Spanish picnic outside; the chicken could be precooked and just heated up this way.	
Analyze the influence of Spain's expeditions on its own culture as well as others.	Discuss how the sudden influx of gold from South America influenced the economy of Spain.	
	On a map identify the areas that Spain conquered and controlled.	
	Discuss the bullfight and how they differ.	
	Discuss how Spain and Portugal are mutually influenced by the Moors. Although Spain was once ruler of Portugal, and in some areas the same language is spoken, the foods are different.	

SPAIN BEHAVIORAL OBJECTIVES The student will:	LEARNING EXPERIENCE/EVALUATION	RESOURCES
	Discuss how Spain imported sugar, rum, coffee, and cocoa from the Caribbean, and how the populations of these areas became enslaved and the Spanish Empire ended with Cuba and Puerto Rico in 1898.	Cooking of the Caribbean Islands Time Life N.Y. 1970
	Discuss how Spain influenced the food preparation of the Caribbean but that each area and South America adapted it to their own local foods.	Holiday Guide to Caribbean and Bahamas 1973 Random House
	Make a bulletin board showing the foods that were discovered in the New World.*	
MEXICO The student will:		
Compare dishes, ingredients and preparation techniques of Spain and Mexico.	Make tortillas. How does this differ from Spain? Discuss how terms take on new meanings in other countries.	
	Discuss how the Indian foods of Mexico influenced Europe, such as the first use of turkey, corn, sweet potatoes, tomatoes, chocolate, and vanilla.	The Cuisines of Mexico Kennedy, Diana Harper and Row 1972 N.Y.
	Discuss how the Spanish brought to Mexico rice, olives, and wine, thus influencing ingredients of Mexican food.	
	Discuss the availability of foods in both countries and the nutritional adequacy of the foods eaten.	
Participate in a holiday celebration to learn about the culture of the people.	Celebrate the Day of the Dead, which is like our Halloween. Bake the sweet "bread of the dead".	

MEXICO

BEHAVIORAL OBJECTIVE	LEARNING EXPERIENCE/EVALUATION	RESOURCE
The student will:		
	Plan and prepare a party with a pinata, and dance the Mexican hat dance.	Pinata directions--Meals with a Foreign Flair, Better Homes and Gardens, pp. 14.
	Celebrate the September 15 Independence Day. Have the students report on the history of the day.*	

ENGLAND

BEHAVIORAL OBJECTIVE	LEARNING EXPERIENCE/EVALUATION	RESOURCE
The student will:		
Discover the customs of English meal service.	Plan a typically hearty English breakfast and sample foods unfamiliar to Americans for breakfast but common in England such as fried tomatoes, grilled kidneys, kippers, finnan haddie, etc.	Woman's Day Ency. of Cookery, Vol. 4
	Discuss the foods that the English have given to the Americans such as roast beef, eggs and bacon, cheddar cheese, marmalade, etc.	
	Plan an English high tea and serve tiny tea sandwiches, crumpets, Devonshire scones and Maids of Honour and invite the English teachers in the school.	
	At Christmas time make Christmas pudding, making sure each member of the class stirs it for good luck.	
	Have a pub night with dart boards, meat pies, fish and chips, plowman's lunch and folk singer.	
	Discuss how the family pub has become part of the English social life.	
Compare resources available on the British Isles to Europe.	Discuss the need for importing foods from other countries due to limited areas available for cultivation.	
	Fish is an important food and readily available. Discuss different dishes used and how they are made.	

FRANCE

BEHAVIORAL OBJECTIVE The student will:	LEARNING EXPERIENCE/EVALUATION	RESOURCE
Identify sauces used in French cooking.	Start with basic white sauce, divide students into groups and have each make a variation. Tell how they would be used. Let each student taste each sauce. Select the name of a sauce out of a hat and describe and taste, then tell what food it would be used for.*	Getaway Guide to Paris Porter, Darwin and Goodwin, John Simon and Schuster N.Y. 1971
Recognize ingredients and main dishes of French foods.	Play, "What am I", game by giving clues and have students try to guess the name of the food. Ex. I am made with beef broth and onion and sometimes people put a small piece of toast sprinkled with cheese on me. What am I? Ans. Onion soup. or I am called a "bouquet garni." What am I? Ans. A small bundle of herbs tied together used to flavor soups and stews* Compare the three types of fondue. 1. Vegetable fondue--cook vegetables like a puree and use as garnish for meat or fish. 2. Baked fondue--similar to souffle. 3. Melted cheese fondue--dip cubes of bread into melted cheese and wine. Identify the one that is classified as French. Prepare all three fondues. Evaluate fondues made and tell how they might be used in a meal at home.*	France Ogrizek, Dore McGraw Hill N.Y. 1950 France Life World Library Brogan, D.W. Time Inc. N.Y. 196? Cooking of France Fisher, M.F.K. Time Life 1968
Identify French influence on foods eaten in the U.S.A.	Discuss contributions of the French to our present day food habits. Prepare a list of French terms of phrases commonly used in the U.S.A. Using a menu from an American restaurant, have students identify any phrases or terms of French origin and explain what it means.*	

FRANCE

BEHAVIORAL OBJECTIVES	LEARNING EXPERIENCE/EVALUATION	RESOURCE
The student will:		
Be made aware of how history influences culture and the development of French cuisine.	Discuss how Gaul supplied Rome with pork until Charlemagne encouraged them to grow crops and expand foodstuffs. Discuss meal patterns, and how Louis XII used to done at 10 A.M. and sup at 5 P.M. Seventeenth century dining was at noon, and at the end of the reign of Louis XIV at 2 to 3 P.M. Dining was later during the Revolution because meetings were late. Today the main meal is during the middle of the day as schools and businesses close for two hours. Discuss how the name "restaurant" meant a warming drink, and how the first establishment to serve it at tables was to be called a restaurant.	
Explore and prepare some of the basic French foods.	Americans as well as French enjoy eggs, but the French are the omelette kings. Demonstrate how to make an omelette. Have each unit make a different kind of omelette, such as plain with sugar, filled with vegetables, meat or fruits. Have someone make an apricot omelette and a sauce, then show how to make it a flaming dessert and the safety precautions to be taken when working with fire. Discuss the egg's versatility and availability on farms, making it both a haute cuisine and a bourgeois food. Crepes, the French pancake, can be made with different fillings and served with the atmosphere of a cafe. The social importance of the cafe can also be discussed.	

FRANCE

BEHAVIORAL OBJECTIVES	LEARNING EXPERIENCE/EVALUATION	RESOURCE
The student will:		
	The staff of life is bread. Discuss the principles of bread making and make French bread.	

RUSSIA

BEHAVIORAL OBJECTIVE The student will:	LEARNING EXPERIENCE/EVALUATION	RESOURCE
Describe customs common to the Russian people.	Discuss Easter celebration of Russian Orthodox church Make Easter eggs and discuss this custom and its origin. Compare the Russian marketplace with that of a warmer climate with emphasis on frozen foods. Invite Social Studies or History teacher to speak on Russian food and customs. Compare the eating habits of the U.S.S.R. to that of the United States. Discuss reasons for differences. Discuss the French influence on cooking during the Czar's time.	Time/Life Foods of the World Series Russian Cooking
Analyze nutrition needs of people according to activity.	Compare the caloric requirements of a peasant working on a farm to the caloric requirements of an office worker. Investigate food patterns of U.S.S.R. and compare to United States.	
Hypothesize reasons for the Ukraine region being known as the bread basket of the U.S.S.R.	Have examples of several breads common to the Ukraine region of the U.S.S.R. and have students taste the breads.	
Prepare foods originating in Ukraine area thought of as typically Russian.	Make a list of foods originating in the Ukraine area. Demonstrate the boning of a chicken breast and have students make Chicken Kiev.	

RUSSIA

BEHAVIORAL OBJECTIVE	LEARNING EXPERIENCE/EVALUATION	RESOURCE
The student will:		
	Prepare borsch in the Ukraine style.	
	Plan a field trip to a folk fair or the World Celebration in Boston.	

Culminating Activities

Celebrate a Christmas, Easter or Spring around the world.

Bake breads using different flours and representing the different countries.

Break the class up into groups and have them report to the class using visuals, plays, tapes any means to convey the ideas and findings of a country they choose. This may be used with the countries already discussed in the guide or at the end of the classes with other countries.

Have an around the world buffet and invite senior citizens.

Go to a restaurant and see how it is operated, this could be used for career education as well.

Have a food sale, sell bakery products from around the world for UNICEF.

Make a primitive oven or stove outside and cook only the foods that would be available at that time of year or that could be dried. This would emphasize the environmental effects on foods and the primitive facilities available in some lands.

A student will contact FAO and find out what they are doing to assist countries in their food production.

Students could research and report on world food situations today and in the future.

Students could compare costs, taste and time of preparation of convenience foreign foods and home made foods.

RESOURCES

Resource Kits - Available at Framingham State Resource Center

1. Ethnic Heritage: A Living Mosaic - film strip, cassette - J. C. Penney Company
2. Food Through the Ages - film strip, record, cassette - Manufacturing Chemists Association
3. Nutrition, What's in it for You? - cassette, film strip - J. C. Penney Company
4. Your Food - Chance or Choice? - film strip, record, cassette - National Dairy Council
5. Nutrition Game - card game - National Dairy Council
6. Careers in Food Service - slides, script - (career education idea for relating jobs with foreign foods)
7. Let's Set the Table - flip chart - Jetiquette, Charlevox, Michigan
8. Measure Techniques - film loop - McGraw Hill films
9. The Name's in the Cooking - film strip, handouts - Ekco Housewares Company
10. All About Knives - film strip - Ekco Housewares Company
11. All About Cookware - film strip - Ekco Housewares Company
12. Cheese Teaching Kit - Kraft
13. Educational Kit, Salads and Dressing - five slides and guides - Kraft
14. Union Carbide's Metric System Kit - two wall charts, tape measure, measuring cups, conversion calculator
15. At Home with the Metric System - charts, calculator, measuring cups, tape
16. Corning Metric Match-up - Measuring cups, one poster, four slides, guide

Resource Pamphlets

1. Bread and History - Pepperidge Farm
2. The Peanut in History - Alabama Peanut Producers
3. Romance of Spices - American Spice Trade Association
4. Spice for Flavor - American Spice Trade Association
5. Grain from Farm to Table - Cereal Institute
6. Ground Beef Passport to Far Away Eating - Evaporated Milk Assn.
7. All About Garnishes - Ekco Housewares Company

Resources

UNICEF Information and Sales Center, 261 Washington St., Newton, Mass.
New England Folk Festival Assn., 57 Roseland St., Somerville, Mass.